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hand and with the secondary schools on the other. As everywhere, there is need for more money.

Then, too, there are over fifty private schools in operation, the greater part of which are denominational in origin and backing. These are recognized as a valuable educational asset since they are serving almost six thousand children. But they need supervision; they need better teaching facilities and better teachers; they need better courses of study.

There are many things to be commended. The surveyors admit the fact, but proceed upon the assumption that their task lay mainly in the effort to point out weaknesses and recommend changes. One feels, after reading the report, that both things have been done. Certainly the schools of Hawaii have a tremendously big, but an equally interesting, job. The survey should serve to bring into prominence the nature of the problems, while the recommendations point the way to the solution of many of them. Another survey ten years hence will be interesting by way of comparison.

Study exercises for English.—The supervised-study movement has received a great deal of general emphasis for a number of years. The value of the idea is greatly enhanced, however, by its particular applications to a single subject. The second volume¹ of the Macmillan "Supervised Study Series" is an excellent example of the service rendered by such specific treatment.

The purpose of the book is well expressed in a paragraph from the Preface:

This book is intended to illustrate a technic for the treatment of the English lesson in junior high schools where the lengthened period of sixty, seventy, or eighty minutes prevails. It is a sane conclusion that the work of the school should be confined to school hours. To use the evening hours of children for the preparation of lessons is to overemphasize the importance of "schooling" and to discount those equally educative influences which come from the social contacts of home, church, and community. Enriched courses of study demand the longer school day, but a due regard for the normal development of children demands that time allotments within the longer day shall be so carefully made, and efficient methods of study so commonly practiced, that the day's work can be effectively accomplished within the school [p. vii].

The author has been successful in producing a book which is highly serviceable to the classroom teacher. The specific and detailed manner in which the topics of oral English, literature, and composition are treated and the excellent plans which are provided will indeed prove stimulating to the upper-grade classes. Also the use of minimum, average, and maximum assignments for making provision for individual differences is worthy of special study. The book deserves, and will doubtless receive, wide reading.

Training for librarianship.—In 1918 the public libraries of the United States circulated over 200,000,000 books for home reading. The educational

¹ A. LAURA MCGREGOR, *Supervised Study in English*. New York: Macmillan Co., 1921. Pp. xii+220.

influence of this service is beyond measure. The public is desirous of a continuation and an extension of this service, but such a development is at present seriously held in check by the lack of technically trained library workers. One large city recently reported two hundred vacancies on its staff. In a recent book¹ Mr. Friedel has described the opportunities for library development, the characteristics of different types of libraries, and the general requirements for such service, in a manner which gives definite vocational intelligence to the young person planning a life career.

The book opens with a discussion of librarianship as a profession, and a discussion of the technical, administrative, and social work of the public library. Following this are a number of chapters describing the organization and service of special libraries as they now exist in the fields of business, finance, law, medicine, and technology. The latter part of the book is devoted more particularly to professional training required for library work, describing typical courses of study and listing the requirements of schools offering such training.

The book will interest the general reader because of the view which it gives of the internal operations of a library which are not visible to the ordinary patron. As a supplementary reader for courses in vocational guidance it will be of particular value. It also contains many suggestions for library service which would be stimulating to those in charge of school libraries in both city and rural districts.

American Library Association publications.—Two pamphlets which have just been issued by the American Library Association will be of general interest and service to school libraries. The first of these is a general bibliography² of the best 1920 books, including general literature, fiction, children's books, and technical books. The bulletin gives a brief descriptive note about each book, together with full information as to publisher, price, and library classification number. The books were chosen with regard to their desirability for the small or medium-sized library. Librarians and teachers who wish to keep up with the new books will find this a valuable bulletin.

A second manual,³ relating to the care of books, gives information which will reduce the expense and increase the service of libraries which follow its directions. Schools would also realize a considerable saving by applying the same system of book repair to the regular supply of texts. Large school systems realize the economy of book conservation and handle it through a

¹ J. H. FRIEDEL, *Training for Librarianship*. Philadelphia: J. B. Lippincott Co., 1921. Pp. 224. \$1.75.

² *The Booklist Books, 1920*. Chicago: American Library Association, 1921. Pp. 72. \$0.35.

³ MARGARET BROWN and GERTRUDE STILES, *Mending and Repairing of Books*. Chicago: American Library Association, 1921. Pp. 23. \$0.25.